Orange County Department of Education
Teacher Induction Program

Teacher Induction Program
2018-2019 Handbook

1

Prepared by the
Orange County Department of Education
Teacher Induction Program

Orange County Department of Education

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TABLE OF CONTENTS

Mission Statement

Our mission is to support new teachers.

We do so by equipping them with the knowledge, skills and core values necessary to become highly qualified professionals who effectively impact student achievement.

Goals

- Improve educational performance of students through effective classroom instruction facilitated by training and support of teachers;
- Serve as an effective transition from a student of teaching to an effective teacher of students;
- Increase professional success and retention of promising new teachers; and
- Provide a path to obtain a professional clear credential from the Commission on Teacher Credentialing (CTC).

Requirements of Induction Program

- Completion of the two-year Induction program that includes specific Year 1 and Year 2 differentiated components aligned with SB2042 Induction standards;
- Application and synthesis of knowledge and skills acquired during teacher preparation;
- Creation and implementation of an individualized learning plan,
- Development and implementation of an inquiry action research project;
- Participation in professional development that is aligned with the teacher's assignment, assessed student needs and annual professional goals;
- Ongoing collaboration with trained Mentor;
- Submission of a digital Induction portfolio annually; and
- Presentation of Inquiry Findings to Exit Panel by all teachers exiting the Induction program

Overview of Teacher Induction Program

The California Beginning Teacher Support and Assessment System was established in 1997. The subsequent passage of Senate Bill 2042 in 1998 led to the Teacher Induction programs currently in place in school districts across the state. The programs are administered jointly by the Commission on Teacher Credentialing (CTC) and the California Department of Education.

Induction is grounded in a knowledge base of teacher education and adult learning theory, induction program standards, teacher performance standards, academic content standards, and curriculum frameworks. The underlying conceptual framework for induction is based on current teacher education research and what teachers should know and be able to do.

The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers. Support, mentoring, assessment, and advanced study during the early years of teaching are essential to a beginning teacher's development and success in the profession.

The two-year Induction Program includes the following:

- It is job embedded
- Focused on mentoring and support
- Begins in the first year of teaching
- Participate in weekly data-driven dialogue between the Candidate and the Mentor for purposes of analyzing student learning and reflect on instructional practice for a minimum of one hour.
- Collect evidence of practice to document candidate competence as defined by the CSTP's
- Develop and implement an individual learning plan, within 60 days of enrollment in the program, to improve teaching practice.
- Conduct a lesson series in Year One, and an inquiry action research project in Year two.
- Submit all materials to a digital Induction portfolio to be reviewed by the Program Coordinator and trained team of assessors throughout each year
- Participate in an end of semester review including collaborative dialogue and feedback
- Participate in the annual end-of-year Colloquium
- Participate in the Exit presentation conducted by a panel. During the Exit Presentation, the Year 2 Candidate will share a presentation that focuses on the Inquiry completed during Year Two of the Induction experience.

California Teacher Induction Program

California Standards for the Teaching Profession (CSTP)

CSTP 1: Engages and Supports All Students in Learning
1.1 Uses knowledge of students to engage them in learning
1.2 Connects learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3 Connects subject matter to meaningful real-life contexts
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promotes critical thinking through inquiry, problem solving, and reflection
1.6 Monitors student learning and adjusts instruction while teaching

CSTP 2: Creates and Maintains Effective Environments for Student Learning
2. 1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creates a physical or virtual learning environment that promotes student learning, reflects diversity, and encourages constructive and productive interactions among students
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe
2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students
2.5 Develops, communicates, and maintains high standards for individual and group behavior
2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Uses instructional time to optimize learning

CSTP 3: Understands and Organizes Subject Matter
3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizes curriculum to facilitate student understanding of subject matter
3.4 Utilizes instructional strategies that are appropriate to subject matter
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addresses the needs of English learners and students with special needs to provide equitable access to the content

CSTP 4: Plans Instruction and Designs Experiences for All Students
4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishes and articulates goals for student learning
4.3 Develops and sequences long-term and short-term instructional plans to support student learning
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students

CSTP 5: Assess Students for Learning
5.1 Applies knowledge of purposes, characteristics, and uses of different types of assessments
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction
5.3 Reviews data, both individually and with colleagues, to monitor student learning
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involves all students in self-assessment, goal setting, and monitoring progress
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families

CSTP 6: Develops as a Professional Educator
6.1 Reflects on teaching practice in support of student learning
6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning
6.4 Works with families to support student learning
6.5 Engages local communities in support of the instructional program
6.6 Manages professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrates professional responsibility, integrity and ethical conduct

Institute for Leadership Development
Credential Program Competencies

- **Data-driven Decision Makers**
- **Reflective Practitioners**
- **Skillful Communicators (oral and written)**
- **Content Experts**
- **Adept Integrators of Technology**
- **Effective Planners**
- **Promoters of Collaboration**
- **Resourceful Managers/Leaders**

Assessing Candidate Competence
2018-2019

As a Teacher Induction program sponsor the Orange County Department of Education is responsible for assessing Candidate competence. The program is designed to assess Candidate competence throughout the four semesters measured by key program components that will contribute to the Candidate's portfolio of practice. A trained assessor team uses rubrics designed specifically for each program component to assess competence and provide feedback. While each rubric is unique, all rubrics include a competence continuum (below standards, approaching standards, meeting standards, and exceeding standards) and are accessible on Power School Learning in advance of the assessment. Candidates have the opportunity to revise their submission after receiving feedback if they are assessed to be below or approaching standards. Below are the program components that collectively define Candidate competence in our program.

Semester	Program Component
1	• Individual Learning Plan, Part 1 and 2
2	• Lesson Series
3	• Individual Learning Plan, Part 1 and 2
4	• Inquiry Project • Exit Presentation

Professional Code of Conduct

A code of professional conduct is a necessary component of any profession to maintain standards for the individuals within that profession. It brings about accountability, responsibility and trust to the individuals that the profession serves.

The Orange County Department of Education strives to ensure the professionalism of teachers enrolled in the Induction program. As such, by entering the Induction program you agree to abide by all tenets stated below:

1. The professional educator strives to create a learning environment that nurtures the fulfillment of the potential of all students.
2. The professional educator acts with conscientious effort to exemplify the highest ethical standards.
3. The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.
4. The professional educator prepares lesson plans of the highest quality that reflect the needs of a diverse population.
5. The professional educator participates fully and enthusiastically in program activities.
6. The professional educator meets all timelines, including arrival for meetings and assignment deadlines and communicates with the program Coordinator if a problem exists or when appropriate.
7. Out of respect for other participants, the professional educator will only use electronic devises (lap top computers, cell phones, and blackberries) as needed for the purpose of the session. 10 _____
8. The professional educator interacts with program support providers in a professional manner, accepting feedback in a positive manner.
9. As a participant in the program, the professional educator makes relevant contributions to cohort conversations and does not engage in side bar conversations during sessions.
10. The professional educator works collaboratively with colleagues. However, all work submitted is his/her own and has no resemblance to that which is submitted by other program participants. Using an author's work without giving credit is plagiarism and is considered a direct violation of the OCDE Professional Code of Conduct.

Orange County Department of Education
Teacher Induction Program

Candidate Letter of Commitment and Proof of Advisement

Responsibilities as an OCDE Induction Program Candidate:

- Review my eligibility for Induction with my district and/or credential analyst.
- Develop a thoughtful relationship with my Mentor characterized by openness, sharing and reflection.
- Engage in a one-on-one collaborative session with my Induction Mentor for a minimum of one hour each week.
- Identify professional growth based on the *California Standards for the Teaching Profession (CSTP)* and, with the assistance of my Mentor, collect evidence of my application of that professional learning into my practice.
- Establish and maintain an electronic portfolio as defined by the OCDE Induction Program to demonstrate candidate competence and reflective practice.
- Upload work that is my own and not a copy of any other Candidate's and/or work that I submitted during a previous program year.
- Participate in professional development in accordance with my professional growth goals as defined in my Individual Learning Plan (ILP).
- Participate in informal and formal classroom observation processes conducted by my Mentor and/or program staff, including pre- and post-conferencing.
- Communicate questions and/or concerns about the OCDE Teacher Induction Program to my Mentor, the Lead Mentor, and/or the Induction Program Coordinator.
- Participate in the defined program evaluation process, comply with Consortium reporting procedures, and complete and submit all required program documents in a timely manner as defined in the handbook and in the Milestone Report.
- Review the handbook in detail, and access the handbook as needed for referencing program policies.
- Grant permission to OCDE to collect documentation from my teacher preparation program.

Proof of Advisement

This is to certify that I, ___________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today's date. I have been advised of the availability of the OCDE Induction Program and that my participation in this program will fulfill requirements for completion of the California Professional Clear Teaching Credential. I understand that to receive my Professional Clear Credential I must complete the requirements of the Induction Program within two years. If I am unable to do so, I will need to apply for a program extension. If approved, I will become personally responsible for the additional $1800 tuition fee.

I certify that I wish to participate in the Orange County Department of Education (OCDE) Teacher Induction Program. I have read the Candidate responsibilities and understand the completion requirements.

______________________	______________________	__________
Candidate Name Printed	Candidate Signature	Date
______________________	______________________	__________
District/Private School Representative	Representative Signature	Date

Decline to Participate: Public School Candidate

Date of Notification: ___________________________ District/School: ________________________

Hire Date: ____

This is to certify that I, ____________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today's date. I have been advised of the availability of the OCDE Teacher Induction Program and that my participation in this program will fulfill all requirements for completion of the California Professional Clear Credential. In addition, I understand that in order to receive my Professional Clear Credential I must complete the requirements of a Commission-approved Induction Program within two years.

At this point in time, I am choosing NOT to participate in the OCDE Teacher Induction Program. In the event that an application has been previously submitted, I understand that the $300.00 processing fee is non-refundable.

______________________________	________________________________
Printed Name of Candidate	OCDE Staff Signature
______________________________	________________________________
Signature of Candidate	District Lead Mentor Signature

Decline to Participate: Private School Candidate

Date of Notification: ___________________________

District/Private School: ____

Hire Date: ____

This is to certify that I, ____________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today's date. I have been advised of the availability of the OCDE Teacher Induction Program and that my participation in this program will fulfill all requirements for completion of the California Professional Clear Credential. In addition, I understand that in order to receive my Professional Clear Credential I must complete the requirements of a Commission-approved Induction Program within two years.

At this point in time, I am choosing NOT to participate in the OCDE Teacher Induction Program. In the event that an application has been previously submitted, I understand that the $300.00 processing fee is non-refundable.

______________________________ ______________________________

Printed Name of Candidate OCDE Program Staff (Print Name)

______________________________ ______________________________

Signature of Candidate OCDE Program Staff Signature

Overview of Power School Learning

Induction Portfolio Organization

An important component of the Orange County Department of Education's Teacher Induction Program for Mentors, Candidates, and Lead Mentors is our learning management system, Power School Learning. The OCDE Teacher Induction online courses available 24/7, contain valuable program resources, templates, and drop boxes for submission of program requirements.

It includes a number of features including:

- Welcome Page
- Calendar
- Professional Learning Resources
- Gradebook/Assignments
- Resources and Templates by Semester

All OCDE Induction Candidates, Mentors and Lead Mentors are registered in this environment upon enrollment and are expected to access the site regularly as this is a fundamental tool used by all stakeholders.

Once registered, login by visiting https://oconline.ocde.us/do/account/login . You will be required to enter your supplied username and password before gaining access to the website.

All candidates are required to create an electronic portfolio that documents completion of Induction program requirements and, as importantly, demonstration of candidate competence as defined by the California Standards Teaching Practice. Candidates are required to upload artifacts of practice throughout the year, as assigned in the gradebook for each course (Year 1 and Year 2).

Candidates will participate in an orientation session with their cohort so that they may become familiar with the uploading process, and with developing an electronic signature. In addition, the OCDE Teacher Induction program staff monitor the uploading process, offering ongoing assistance to Candidates and their Mentors.

If you need assistance with Power School Learning, please contact Jacquelyn Sanborn, 714-327-8187.

Roles and Responsibilities of Site Administrators

As a Site Administrator with Induction Candidates and/or Mentors at my site, I agree to:

- Facilitate interaction between Mentors and Induction candidates by providing one and/or both of the following:
    - Coverage for observations/meetings
    - Additional release time, if needed

- Place Induction Candidates in classroom environments that provide opportunities for professional growth and success. When Induction candidates are assigned to work in more challenging settings, Site Administrators will provide additional assistance and/or resources to that teacher. Assistance may include more intensive mentoring, specialized training, team teaching arrangements, and/or paraprofessional assistance.

- Understand the Mentor's role and respect the confidentiality between the Mentor and the Induction candidate.

- Increase and/or build staff knowledge about the California Standards for the Teaching Profession as well as legal mandates that govern services for Special Populations and English Learners.

- Support participation in professional development activities for Mentors and Induction candidates.

- Support the development of the Individual Learning Plan, which must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

- **Provide an Orientation meeting at my school within the first 30 days of the program year**. To ensure familiarity with specific district/school policies and procedures as well as available school resources. Suggested topics:
    - Initial introduction to school site
    - District/school policies and procedures regarding safety, student behavior, federal and state mandates, and instruction
    - Site Administrator expectations
    - Availability of resources that support instruction

- Participate in scheduled Triad meetings with Mentors and Induction candidates. **The initial Triad meeting may be combined with the orientation meeting.**

- Read the Induction Ink newsletter (sent every two months)

- Complete all program surveys

- Participate in Exit Panels and the End-of-Year Colloquium as requested

Thank you for supporting our Candidates and Mentors. Please sign this document and provide a copy to the Candidate no later than September 31.

Name of Administrator (Please print)	Signature	Date
School	District	

Overview of Mentor Support Model

The Induction program is implemented through a Mentor/Mentee model of support and collaboration. The OCDE Induction Advisory Council has defined specific criteria for the selection, preparation and assignment of Mentors. Qualified Mentor candidates go through a rigorous selection process that includes a professional endorsement by a Site Administrator or District leader and a panel interview. Once accepted into the Mentor Cadre, the individual must attend ongoing training adopted by the OCDE Teacher Induction Consortium.

Mentor Support includes:

- Facilitation of weekly meetings for purposes of collaboration and reflection re: the Candidate's instructional practice for a minimum of one hour per week;
- Assistance in completing all program requirements in a timely manner;
- Facilitation of Triad meetings with Candidate's Site Administrator to ensure alignment of Induction expectations with school/district defined priorities; and
- Maintenance of mentor documentation to support collaboration and reflection between the Mentor and the Candidate.

All Mentors are required to assess their practice as measured by developing a mentor goal. The Mentor is responsible for collecting data and reflecting on their goal at the end of each year. The Mentor goal and reflection is uploaded to Power School Learning.

Mentor performance is assessed annually by the Program Coordinator and district Lead Mentor to ensure that the highest caliber of service is provided to all Induction Candidates.

Candidate and Mentor Matches

Each Candidate is assigned to a Mentor for two years. Mentor Matches are made within 30 days of the Candidates enrollment in the program and are based on credential held, grade level/subject area, department as appropriate to the Candidates employment.

In the event that the Candidate or the Mentor is dissatisfied with the match, he/she should complete the *Change of Mentor* request document and submit the form to the Lead Mentor.

The Lead Mentor will meet with the Candidate and the Mentor within two weeks of receipt of the documents. The Lead Mentor will also notify the district Induction administrator (Assistant Superintendent) about the meeting.

The parties will come to a mutual agreement which may include reassignment. The Lead Mentor will notify the Mentor and the Candidate of the decision. The Program Coordinator will confirm the decision in writing within five (5) days of the meeting.

Orange County Department of Education
Teacher Induction Program

Request for Change of Mentor

Dear Lead Mentor:

Candidate: ____ School: _________________

Mentor: ____ School: _________________

Grade/Subject taught: _______________________________ District: __________________

I request a review of my current Mentor match. I understand that the process involves the Lead Mentor meeting with both myself and the mentor to discuss my concerns.

My concerns are:

I have attempted to resolve the situation by:

I request your intervention in the following:

Resolution:

Candidate signature: ________________________________ Date: ______________

Lead Mentor signature: _______________________________ Date: ______________

Candidate Grievance/Appeal Policy and Process

The Orange County Department of Education Teacher Induction program has initiated and implemented procedures for grievances/appeals by Candidates with the intent of assuring fairness and objectivity.

The purpose of this procedure is to secure equitable solutions to the concerns which may come from actions and decisions rendered about a candidate's admission, progress and successful completion of the Induction program. Both parties agree that these proceedings will be kept confidential as may be appropriate at any level of the procedure. A candidate has the right to initiate the grievance/appeal at either the program or unit level.

Informal Process:
A candidate or applicant with a concern has recourse through grievance/appeals procedures beginning at the program level by requesting a meeting with a program coordinator. Program coordinators will make every effort to answer questions and resolve the concern. If the concern is not resolved at the program level, then the candidate can choose to advance the grievance/appeal to the unit level.

Formal Process: Unit-Level
The Candidate may choose to have the concern reviewed at the Unit-Level. In this case the following procedures apply:

1. Candidate/Applicant submits a formal grievance/appeal to the Career Education Director, Kathy Boyd using the Grievance/Appeal Process form in the handbook and in the Powerschool Learning courses.

2. The Career Education Director (or designee) will investigate and, if necessary, convene a panel comprised of other OCDE Teacher Induction Advisory Council members to review grievance/appeal documents. The panel may, as necessary call upon the candidate, mentor, lead mentor, or program coordinators in which the grievance/appeal generated for clarification and/or input regarding the complaint. A panel decision must be made by majority vote.

3. The panel shall issue a written decision within 30 calendar days of submission to the Candidate and Program Coordinator and shall include a statement summarizing the panel's final disposition of the grievance/appeal. The panel's decision shall be final, and all remedies shall be considered to have been exhausted. The panel's written decision shall be placed in the Candidate's induction program file.

Orange County Department of Education
Teacher Induction Program

Formal Candidate Grievance/Appeal

Candidate Name: ________________________________ District/Cohort:______________________

Email:______________________________ Program Mentor:_______________________

Have you attempted to resolve this concern informally at the program level? (Yes/No) Please explain.

Describe the nature of your concern (*Please be as detailed as possible because the person who is reading this complaint may not have your full context):

What remedy are you seeking?

Candidate Signature:__________________________________ Date:_____________________
*Please submit a signed copy to the Director of Career Education via email at kboyd@ocde.us
**The information from this form will be shared with anyone named in this complaint.

Guide to Mentor Observation

This document is intended to assist Mentors in conducting and documenting observations of their Candidate(s). The OCDE Teacher Induction program requires Candidates to be observed by their Mentor four times over the two-year program. The purpose of the observations is to inform Candidate professional growth, and is not evaluative. The mentor plays two important roles in the observation process. The first role is observer. In this role Mentors are responsible for documenting their observation. The second role is Mentor. In this role Mentors are responsible for helping Candidates prepare for the observation and also for discussing the observation documentation to move the Candidates practice forward. Below you will find key information and steps required to complete the observation process.

Observation Method:

The table below indicates the observation method for each semester. New mentor/mentee matches will have the opportunity for an in-person observation. This will occur during the first semester for Year One Candidates. If a new mentor is assigned to a Year Two Candidate, the mentor will conduct an in-person observation in semester three. All other observations will be conducted by video. Guides to video observation for Candidates and Mentors are available as a resource on Power School Learning. Please note that for all video observations, a Mentor may choose to observe in person if a substitute is not required.

Year One	**Method**	**Alignment with Program Components**
Semester 1	In-Person	After Triad Meeting/During ILP Development
Semester 2	Video	During Lesson Series

Year Two	**Method**	**Alignment with Program Components**
Semester 3	Video*	After Triad Meeting/During ILP Development
Semester 4	Video	During Inquiry Project

** Only new Candidate/Mentor matches may conduct in person observations in year two, semester three, and use a district substitute.*

1. Observation Preparation:

The Mentor is responsible for determining the following with their Candidate in preparation for the observation. This will be documented in the Semester log submitted by the Mentor.

- Date of Observation (planning for due dates and best time to capture practice)
- Focus of Observation
- Method of Observation (see above explanation for more details)
- How observation data will be collected (optional observation tools are available on Power School Learning)
- Date of post-observation discussion
- If the observation is conducted in-person, the Mentor will need to have directions to the location and accessing the classroom in advance of the observation day.
- If the observation is conducted by video, the mentor will need to understand how they will be receiving the recorded lesson, and determine a date that they need it by in order to conduct the observation.

2. Conduct the Observation:

- If conducting an in-person observation, please make sure to stop by the office to introduce yourself to school staff and sign in.

- Bring the selected observation tool available for recording data (you may use your own collection method or one of the observation tools on inductionsupport.com).
- Observe the lesson and collect the observation data, based on the determined observation focus.

3. Post Observation Reflection and Documentation:

- Mentors will review the data collected to prepare for a post-observation meeting with the Candidate. Consider the key findings you would like to share during your meeting.
- Meet with the Candidate to review the observation data and findings. The Candidate should leave the meeting with a few take-aways and at least one defined next step to continue to improve their practice. In support of this growth process, mentors may also have next steps and takeaways from this meeting.
    - During Semester 1 and 3 Candidates will use this to inform their ILP and mentors should document their post-observation conversation in the **Mentor Log**.
    - During Semester 2 and 4 Candidates and mentors will use this to inform their lesson series or inquiry project, and mentors should document their post-observation conversation in the **Mentor Log**.
- Documentation and Upload Information:
    - Mentors will upload the observation data to their Power School Learning Course, to the assignment drop box titled Observation Data Semester 1/3 or observation Data Semester 2/4.
    - A separate document will be uploaded for each Candidate observed, using the Candidate name as the file name.

Early Completion Policy and Petition

Policy:
The OCDE Induction Program Early Completion Option (ECO) is a modified program to accommodate the learning needs of teachers who are experienced and exemplary. The ECO Candidate must demonstrate the knowledge, skills, abilities and competencies required of all teachers completing the full-length program and that are required by CTC.

Purpose:
Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program sooner than the full two years generally required fulfilling all requirements. Completion of the Early Completion Option (ECO) allows individuals the opportunity to earn their Professional Clear Credential.

Eligibility:
In order to petition you must meet the following criteria:

- You must hold a valid California Preliminary Teaching Credential.
- You must have completed at least three (3) years of exemplary teaching experience with a valid credential (evidenced by evaluations).
- You must complete the Early Completion Option Petition document and submit it to the OCDE Induction staff no later than March 31 of the Candidates first program year with required attachments.
- You must have an Induction portfolio of practice that is complete at the time of petition, meeting competency standards in all assessed areas.
- You must obtain a letter of recommendation from your most recent site administrator.
- You will be required to participate in a pre-advisement, which will provide a detailed explanation of the ECO pathway. This meeting will help insure that Candidates clearly understand the parameters defined in order to secure Advisory Council approval. Additionally, a time for observation by OCDE Program staff will be scheduled.

Completion:

- The ECO Candidate completes three semesters of Induction in total. The first two semesters occur on the standard year one Candidate timeline and the third semester (September-December) with the ECO/Dual/Extension cohort.
- OCDE Induction program staff directly facilitate this cohort.
- The cohort meets three times at OCDE, and Candidates meet individually with their Mentor weekly.
- During the semester Candidates develop and implement a professional growth plan based on the California Standards for the Teaching Profession. Please note: Inability to meet ECO completion timelines and/or demonstrate Candidate competence will result in automatic re-designation to the traditional Year 2 "track".

Petition Process:

1. Complete and submit the Petition for Early Completion Option form (no later than March 31) with the below outlined documentation attached to the OCDE Induction Coordinator:
2. Meet with OCDE Induction Program staff for pre-advisement
3. Maintain an Induction portfolio of work that substantiates experience and competence aligned with the California Standards for the Teaching Profession (existing Induction portfolio);
4. Schedule and participate in an observation, which will be conducted by Induction program staff
5. All documentation is then reviewed by the members of the OCDE Teacher Induction program staff who will then make a recommendation to the Induction Advisory Council.
6. The Council will then determine whether the Candidate's request for ECO should be approved (at their May meeting).
7. The Program Coordinator will notify the Candidate following the Advisory Council vote.

Please note: The OCDE Teacher Induction program retains the right to request any additional evidence that may be necessary to determine a Candidate's appropriateness for the ECO.

Petition for Early Completion:

I, ________________________, am petitioning the Orange County Department of Education Teacher Induction Advisory Council for consideration as an Early Completion Option (ECO) Candidate. I am including the following documentation in support of this petition, in accordance with the eligibility criteria defined in the ECO program policy.

____ Current Professional Resume
____ Verification of 3 years of teaching experience (provided by Human Resources)
____ Copy of evaluations providing evidence of exemplary teaching practice
____ Copy of a valid California Preliminary Teaching Credential with EL authorization (this is imbedded in the 2042 credential)
____ Confidential letter of recommendation from most recent site administrator attesting to the Candidate's appropriateness for ECO consideration (verified by OCDE Induction program staff)

In addition, I will participate in a scheduled observation conducted by the Induction team. I understand that the purpose of the observation is for the ECO Candidate to demonstrate his/her instructional practice within the context of his/her teaching assignment, and observation data will be collected in relation to the California Standards for the Teaching Profession. Upon receipt of the petition and supporting documentation, a member of the Teacher Induction Program staff will contact me to schedule a classroom observation.

______________________________ ______________________________
Name of Petitioner Petitioner's Signature

______________________________ ______________________________
Date District/School

Program Design

Semester 1

- Letter of Committment and Advisement
- Triad/Site Administrator Document
- Mentor Observation
- Individual Learning Plan (2 CSTP Goals)
- Focus Teacher Observation
- Semester 1 Review

Semester 2

- Triad
- Lesson Series (4 days)
- Mentor Observation
- Focus Teacher Observation
- End of Year ILP Evidence & Reflection
- End of Year Review and Colloquium

Semester 3

- Triad
- Mentor Observation
- Individual Learning Plan (2 CSTP Goals)
- Focus Teacher Observation
- Semester 3 Review

Semester 4

- Inquiry Proposal
- Inquiry (7 Lessons, 4-6 weeks)
- Mentor Observation
- Focus Teacher Observation
- Inquiry Summary
- End of Year ILP Evidence & Reflection
- Exit Presentation and Colloquium

Year 1 Program Design
Semester 1: September – January

- The Letter of Commitment and Advisement is signed and uploaded.
- Mentor facilitates a **TRIAD** meeting, within 30 days of working with the Mentor. Refer to Triad Meeting Guidelines for more detailed information. Feedback will be used to inform weekly collaborative sessions and considered during the Individual Learning Plan (ILP) development.
- Mentor will complete a classroom observation for each Candidate, which will inform the ILP.
- Candidate and Mentor will develop the **INDIVIDUAL LEARNING PLAN (ILP)**, engaging in a **Co-ASSESSMENT** for two (2) focus California Standards for the Teaching Profession (CSTP) of the Candidate's choosing, creating two (2) goals – one goal for each CSTP Co-Assessment focus. Candidate will collaborate with Mentor to review the ILP throughout the program year to collect data on each goal and make modifications if necessary. Please refer to ILP Guidelines for more detailed information.
- Candidate will complete a **FOCUS TEACHER OBSERVATION (FTO)**, getting the opportunity to observe a veteran teacher to focus on a practice that will help the Candidate to improve their teaching practice.
- Mentor and candidate participate in the End-of-Semester review facilitated by the Lead Mentor at a date and location that will be announced.

Semester 2: February – May/June

- Mentor facilitates a **TRIAD** meeting. This is an opportunity to update the administrator on Semester 1 progress and provide the focus for Semester 2. Feedback will be used to inform weekly collaborative sessions and considered during the planning of the Semester 2 Lesson Series.
- Candidate will conduct a **4 DAY LESSON SERIES**. Based on the collaborative sessions that have been conducted by the Mentor, the candidate will identify 3 Case Study Students identified, each representing a viable sub-group of students in the candidate's class. Evidence to be uploaded to candidate's portfolio include:
  - Lesson Plan for each lesson that clearly addresses the two focus ILP goals;
  - Completed analysis and reflection tool that assesses the student-learning outcome defined in the lesson plan; and that clearly addresses the focus ILP goal.
- Mentor will observe the Candidate during the Lesson Series. This will be a video observation.
- Candidate will complete a **FOCUS TEACHER OBSERVATION (FTO)**, getting the opportunity to observe a veteran teacher to focus on a practice that will help the Candidate to improve their teaching practice.
- Mentor and candidate participate in the End-of-Semester review, during the colloquium event, facilitated by the Lead Mentor at a date and location that will be announced.

Year 2 Program Design
Semester 3: September – January

- Mentor facilitates a **TRIAD** meeting, within 30 days of the beginning of the second year of induction. Refer to Triad Meeting Guidelines for more detailed information. Feedback will be used to inform weekly collaborative sessions and considered during the Individual Learning Plan (ILP) development.
- Mentor will complete a classroom observation for each Candidate, which will inform the ILP.
- Candidate and Mentor will develop the **INDIVIDUAL LEARNING PLAN (ILP)**, engaging in a **Co-ASSESSMENT** for two (2) focus California Standards for the Teaching Profession (CSTP) of the Candidate's choosing, creating two (2) goals – one goal for each CSTP Co-Assessment focus. Candidate will collaborate with Mentor to review the ILP throughout the program year to collect data on each goal and make modifications, if necessary. Please refer to ILP Guidelines for more detailed information.
- Candidate will complete a **FOCUS TEACHER OBSERVATION (FTO)**, getting the opportunity to observe a veteran teacher to focus on a practice that will help the Candidate to improve their teaching practice and inform their ILP.
- Mentor and candidate participate in the End-of-Semester review facilitated by the Lead Mentor at a date and location that will be announced.

Semester 4: February – May/June

- During collaborative sessions with the Mentor, an **INQUIRY PROPOSAL,** which includes the development of a driving question and the identification of 3 case study students (each representing a viable sub-group of students in the candidate's class) occurs. The proposal must be approved before the Inquiry can be launched.
- Candidate will conduct a **7 lesson INQUIRY**. Evidence to be uploaded to candidate's portfolio include:
    - Lesson Plan for each lesson that clearly addresses a specific instructional tool and focus strategy;
    - Completed analysis and reflection tool that assesses the student-learning outcome defined in the lesson plan; and that clearly addresses the focus ILP goal.
- Candidate collaborates with Mentor to complete the Inquiry summary.
- Candidate collaborates with Mentor to review ILP goals throughout the semester and make modifications if necessary.
- Mentor will observe the Candidate during the Inquiry lessons. This will be a video observation.
- Candidate collaborates with Mentor to complete final assessment of ILP goals.
- Candidate will complete a **FOCUS TEACHER OBSERVATION (FTO).**
- Mentor assists candidate in preparing for the Exit Presentation. Presentation is to include discussion that identifies Inquiry artifacts of practice that demonstrate competence as defined by the CSTP's. (Check rubric for specific details).
- Mentor will attend the candidate's Exit Presentation as well as the Colloquium.

II. Year 1 Program Information

Welcome to your first year of Induction. We are so excited to join you on your journey as you work to clear your teaching credential.

The induction year is broken into two semesters. As a Year 1 Candidate, you will be working on Semester 1 and Semester 2 requirements. The program requirements you will engage in this year are designed to build on each other and, along with the support of your mentor, intended to support you during your first years as a teacher.

During your first year you will focus on four overall program components to assess candidate competence. You will begin with the **Triad** meeting which will include your Mentor and Site Administrator. This meeting is an opportunity for you, if you choose, to align your administrator vision to your induction experience. For example, if your school is focusing on data collection as a staff for the upcoming school year, you might consider focusing on *CSTP 5: Assessing Students for Learning* for a part of your ILP goals.

After the Triad meeting you will work with your Mentor to complete Part 1 of your ILP, the **CSTP Co-Assessment** of your teaching practice. You will choose the two CSTP areas of focus, keeping in mind that these CSTPs represent a desired area of professional growth. The Co-Assessment will support your development of Part 2 of the Individual Learning Plan (ILP).

The **ILP** will serve as your personal roadmap through Induction. As a Candidate, you will establish two professional goals that will serve as the foundation of the work with your mentor during the program year.

The fourth overall program component is the **4 Day Lesson Series**. The lesson series allows you to plan lessons, analyze data and reflection on your teaching practice while you make connections to your personal ILP goals.

Rubrics are used to assess Candidate competence for Individual Learning Plan Part 1 and 2, and 4 Day Lesson Series.

The following pages include information about all Year 1 program requirements. We look forward to working with you and hope you have a wonderful year.

SEMESTER 1 REQUIREMENTS

Guide for Conducting the Triad Meeting

Please schedule the Triad meeting with each Candidate and the Administrator. The meeting should take place at a mutually agreed upon time and is **led by the Mentor**. Meeting time is approximately 20 – 30 minutes. *The initial triad meeting between a site administrator/Candidate may be combined with the Site Administrator orientation.*

Rationale:

- To provide an opportunity for the Site Administrator to participate in a collaborative, professional discussion.
- To share with the Site Administrator the emphasis on the CSTP's to guide the candidate's induction experience insights. This should include:
  - the program model that will guide the semester's work
  - the process that the Mentor and Candidate will engage in to identify a goal for this semester based on the CSTP focus
- To involve the Site Administrator in identifying possible considerations as the Induction Candidate and Mentor engage in this process. He/she provides valuable insight that assists the Mentor and Candidate in the alignment of the goal with site and/or district goals.

Meeting Agenda by Semester

Semester 1	Semester 2	Semester 3
**Collect the Site Administrator Roles and Responsibility Document.* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*	Introductions/Purpose of Meeting (5 min) *To share the ILP that was created during Semester 1. The ILP summarizes the co-assessment of the candidate's practice*	If Candidate is new to site: *Collect the Site Administrator Roles and Responsibility Document* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*
Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)	Review of the actual ILP and why the candidate selected the specific CSTP element to include in his/her ILP. (10 minutes)	Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)
Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)	Ask the Site Administrator to identify some specific areas within this element would the Site Administrator like the Mentor to support? (10 minutes)	Share Year 2 focus will continue to be based on the ILP goals. The final semester will include an Inquiry based action research project. (5-10 minutes)
	Concluding thoughts and identification of potential resources that could support the candidate during this semester (5 minutes)	Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)

Remember….The completed Triad Verification (and the site administrator document for new Candidates/new to site) is to be uploaded by the Candidate.

Guide to the Individual Learning Plan

This document is intended to assist Candidates and Mentors in developing the Candidate's Individual Learning Plan (ILP). The process is broken down into two parts. Part One is known as the Co-Assessment of the Candidate's teaching practice. This process will occur at the beginning of year one and year two. Through the California Standards for the Teaching Profession (CSTP's), Candidate's will identify their strengths and areas for growth, based on evidence of their teaching practice.
Part two of the ILP will guide and document the Candidate's professional growth and overall Induction experience. The CSTP elements that were identified through Part 1 are the foundation for the second part of the ILP process. Below the steps to complete the Individual Learning Plan. *Please remember, this process is about Candidate growth, and therefore the focus is specific to the Candidate, not the progress of their students. The Mentor's role in this process is to guide the Candidate through the assessment and provide feedback throughout the process.*

Part 1: Co-assessment

1. Through conversation as a Mentor/Candidate pair determines which two standards, of the six possible CSTP's, will be the Candidate's focus for this program year. To assist in this process, you may access optional resources on Power School Learning to determine the focus Standards. This includes:
   - An Effective CSTP Classroom
   - CSTP Booklet
   - Needs Assessment
   - CSTP Artifacts

2. Mentors and Candidates will then access the **ILP Template** for the **two** selected Standards from the PowerSchool Learning Course. Using this template, Mentors and Candidates will complete a co-assessment for each element within the selected standard. For example: If CSTP 2 is selected, you will co-assess all seven elements for the standard, as seen on the template and in the sample document.
There are directions on the template, and the process is also described here:
   - Review the language and identify an artifact from the Candidate's teaching practice for each element. The number of elements will vary based on the specific standard.
     - Example artifacts can be found in the optional CSTP Artifacts document listed above.
   - Then, the Mentor and Candidate will determine placement on the continuum based on the selected artifact for each element. This is a time for mentors to provide feedback using the language in the continuum. Remember, the assessment is based on the selected artifact the Candidate identifies for each element.
   - Both the **Mentor and Candidate must initial** and date the continuum placement for each element.
   - Review the co-assessment once completed (all of Part 1 of the ILP template) and determine which specific element will be the focus for their professional growth goal for this standard. For example: If the Candidate was Exploring on the continuum for CSTP 2.1, and this was also mentioned as a school wide focus, the Candidate may want to focus on CSTP element 2.1 for one of their two ILP goals this year.

Part 2: Creating and Pursing Professional Goals

1. Initial Development of the Goal:

For each selected standard, using two templates:

A. Develop a CSTP Goal, based on the selected element, using the sentence frame below:
By May/June I will grow professionally in relation to CSTP (specific number and language) by (what you plan to do, and why). I will know I have reached my goal when (measurement/evidence of success).
B. Develop an action plan to complete the goal with specific steps listed. At least two steps are needed and the following should be reflected: professional learning, implementation of new learning, and reflection.
C. Identify a Timeline for each of the steps in the action plan. This is an estimate.
D. Determine what assistance may be needed to complete each step. For example, will they need access to specific materials or documents, do they need to meet with someone to complete the step, or seek approval?
E. **Candidates will then upload the Individual Learning Plan templates** on Power School Learning for review and feedback.

2. Collecting Data:
    A. After the initial assessment of the ILP templates, Candidates may begin to complete the identified action steps associated with the ILP goals. They will do this throughout the year, reflecting during weekly collaborative sessions, and updating the document as needed.
    B. Please keep track of data collected to be able to provide evidence at the middle and end of the year.
3. Report Data and Reflect:

Twice during the school year Candidates will provide evidence of their progress and reflect on their learning from pursing each ILP goal. There are two categories that will be updated, each time this occurs:

A. Evidence of Goal Progress: List the measurable progress made towards the goal.
B. Reflection: Reflect on what you have learned through this professional growth experience.

In the middle of the year: (end of semester 1 and 3)

A. Candidates will update their ILP document and complete the middle of the year evidence of progress and reflection boxes.
B. Candidates will share this document at the End of Semester Review (more information will be provided by your Lead Mentor on this event).

At the end of the year: (end of semester 2 and 4)

A. Candidates will update their ILP document and complete the end of year evidence of success and reflection boxes at the bottom of the template.
B. Candidates will upload this on PowerSchool Learning for review and share their reflections at the end of year Colloquium event. This must be uploaded prior to exit presentations for Year Two Candidates (date will vary by cohort).

Focus Teacher Observation

Each Semester, Candidates are given the opportunity to observe a veteran teacher. The purpose of this observation is to give a new teacher a chance to observe a colleague with strengths in an area related to the ILP. For example, a candidate may be interested in integrating more technology into instruction. As the candidate, you would find a teacher with this strength and observe a lesson where integrating technology is a focus.

The **Focus Teacher Observation** tool can be located on PowerSchool Learning under the Semester 1 tab.

End of Semester Review

Each semester will conclude with an end of semester review. This collaborative professional dialogue is a time for reflection. It will take place at a network meeting and will include other Candidates and mentors. The purpose of the review is to provide you with an opportunity to reflect on your Individual Learning Plan and receive feedback from your colleagues. You will come to the review prepared to share the most recent version of your ILP documents. The table below shows the format for each review by semester. The dates for each of these events will be set by your lead mentor. Participation is mandatory, and a make-up review will be assigned if you cannot attend the event.

Semester	What to Bring	Where/When
1 and 3	ILP with mid year sections completed	At the January network meeting
2	ILP updated with all sections completed, including end of year sections	At the end of year colloquium event.
4	N/A	Exit Presentations take the place of this review cycle

During the review you will be asked to share for 5-10 minutes. You will paraphrase your CSTP element language, state your goal, and talk about why you chose this goal, your progress, and any insights you have gained thus far. Be prepared to share a copy of your ILP document with a mentor at your table, and be prepared for feedback from your colleagues. Taking notes is a great idea!

Please note: There is no writing requirement for this review. Candidate competency is being assessed through reflection and oral communication.

SEMESTER 2 REQUIREMENTS

Guide for Conducting the Triad Meeting

Please schedule the Triad meeting with each Candidate and the Administrator. The meeting should take place at a mutually agreed upon time and is **led by the Mentor**. Meeting time is approximately 20 – 30 minutes. *The initial triad meeting between a site administrator/Candidate may be combined with the Site Administrator orientation.*

Rationale:

- To provide an opportunity for the Site Administrator to participate in a collaborative, professional discussion.
- To share with the Site Administrator the emphasis on the CSTP's to guide the candidate's induction experience insights. This should include:
  - the program model that will guide the semester's work
  - the process that the Mentor and Candidate will engage in to identify a goal for this semester based on the CSTP focus
- To involve the Site Administrator in identifying possible considerations as the Induction Candidate and Mentor engage in this process. He/she provides valuable insight that assists the Mentor and Candidate in the alignment of the goal with site and/or district goals.

Meeting Agenda by Semester

Semester 1	Semester 2	Semester 3
**Collect the Site Administrator Roles and Responsibility Document.* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*	Introductions/Purpose of Meeting (5 min) *To share the ILP that was created during Semester 1. The ILP summarizes the co-assessment of the candidate's practice*	If Candidate is new to site: *Collect the Site Administrator Roles and Responsibility Document* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*
Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)	Review of the actual ILP and why the candidate selected the specific CSTP element to include in his/her ILP. (10 minutes)	Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)
Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)	Ask the Site Administrator to identify some specific areas within this element would the Site Administrator like the Mentor to support? (10 minutes)	Share Year 2 focus will continue to be based on the ILP goals. The final semester will include an Inquiry based action research project. (5-10 minutes)
	Concluding thoughts and identification of potential resources that could support the candidate during this semester (5 minutes)	Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)

Remember….The completed Triad Verification (and the site administrator document for new Candidates/new to site) is to be uploaded by the Candidate.

Guide to the Lesson Series

Year One Candidates will conduct a lesson series during semester two of the OCDE Induction program. Candidates, in collaboration with their assigned Mentor, will conduct a four day series. Candidates are assessed using a rubric to determine Candidate competence in applying a cycle of analysis and reflection in their teaching practice. Below the steps required to conduct the lesson series has been outlined:

1. Identify three Case Study Students (CSS). Each CSS is to represent a viable sub-group of students in the candidate's classroom, including one language learner and one special population student, with the third sub group being a choice. These students will serve as "barometers" for their member sub-group, assisting the candidate in monitoring the pattern of learning for that group of students.

2. Teach the series and document the process. The following tools will need to be completed for each day of the series.

- A completed lesson plan. Lesson planning tools can be accessed on the Lesson Planning Tools page of the Year One Induction course on Power School Learning. Select a plan that will meet the needs of the Candidate and the lessons they plan to teach.

- A completed Lesson Analysis & Reflection tool. You will need to collect a whole class set of student work to complete this tool. A separate guide has been created specifically for this tool.

3. In addition to the documents above, Mentors supporting Year 1 Induction candidates will conduct a video observation during the lesson series. An Observation tool is used by the Mentor to collect data during the observation (accessed in the Mentor course on Power School Learning). There is a separate guide for conducting observations.

4. Upload a lesson plan and Lesson Analysis & Reflection tool for each day of the series. Mentors will upload the observation tool to their course.

The next 2 pages include information on the second required upload for each day of the Lesson Series. This is called the *Guide to the Lesson Analysis & Reflection Tool*.

Guide to the Lesson Analysis & Reflection Tool

This guide was developed to assist Candidates in the completion of the Lesson Analysis and Reflection tool. This tool is a key piece of documentation collected as evidence of Candidate competence. It will be used during the semester 2 lesson series, and again during the semester 4 inquiry project. The purpose of this tool is to provide an opportunity for Candidates to document their analysis of student work and reflection on their teaching practice. The completion of this tool also provides Candidates with clear next steps for instruction. Criteria for when to use the tool are outlined below along with specific instructions for the completion of the tool.

Criteria for Tool Use:

When	Program Component	# of Lessons
Semester 2	Lesson Series	4
Semester 4	Inquiry Project	7

Instructions:

Try to complete the Lesson Analysis & Reflection tool as soon as possible after teaching the lesson. The sooner you analyze and reflect, the easier it will be to recall information about the lesson. In addition, this will provide you with ample time for lesson planning and modifications you may want to make to the next lesson based on the conclusions you draw from the analysis and reflection process.

1. Determine what type of assessment you will be using on each day you are documenting your practice (see table above for when).
2. Teach the lesson and collect student work (assessment) for the whole class.
3. Access the **Lesson Analysis & Reflection** tool on Power School Learning. Complete the header section of the tool. Do not forget the ILP section, and if you are a year two Candidate, the driving question section of the header. It is crucial that your lessons are connected to your ILP through one of your established goals and focus CSTP elements.
4. In the first text box at the top of the page, describe the learning outcomes identified for the lesson. Providing a narrative, using bullets, or providing a rubric is all acceptable for providing this information.
5. The next section of the tool will assist you in analyzing the whole class set of work. The table is broken into two rows labeled criteria and names in sub group, and also includes four columns containing analysis sub groups ranging from far below to exceeding standards. In this section you will:
    - Describe the criteria you used to define each of the sub-groups identified in the row titled criteria. For example, what does far below standard look like on this particular assessment? Be specific.
    - As you analyze the student work collected, sort the work into four piles using that criteria.
    - Write the students' name in the appropriate sub category columns. Please include all members of the class. You may use initials when necessary for confidentiality purposes. Use ALL CAPS to identify each of the three case study students. If you are using initials only, please use bold font to identify them.
6. Now it is time to analyze the case study student work. The next table on the tool has a row for each case study student, and two columns.

- The first column asks you to describe the performance of each case study student. This is different than the analysis of the whole class because you are now specifically describing the individual performance of the selected case study student.
- The second column asks you to describe what each case study student needs to learn/be able to do in order to advance based on the described performance. Think about what the students in the next sub category can do that this student cannot. What will they need to do in order to achieve that next level of skill improvement? This applies even to those students that are exceeding standards based on the principle that it is the teachers responsibility to ensure all students are provided with opportunities to learn.
- Bullet points or narrative are both acceptable formats for completing this table.
- Please note that case study students represent a sub group of students within the class. For example, language learners. Therefore, you will need to include a replacement student to represent a sub group if one of the three case study students originally identified is absent that day.

7. On page two, there are two analysis questions. Narrative or bullet format are acceptable.
    - The first question asks: What patterns have you identified, with your Mentor, that will inform the planning and subsequent instruction? BE SPECIFIC. This is where you have the opportunity to really look at the data you collected, as categorized on page one, to determine what patterns you see in student performance.
    - The second question asks: How will you differentiate instruction given the insights you have gained through the analysis of this data? This is a question and will require some thought and strategy. Once you see patterns in student performance, this response will now document how you plan to address the needs of the students in each category to move them forward, recognizing that student needs will vary based on skill level. Keep your response realistic, brief, and specific.
8. The second half of page two contains two reflection questions. This is where you will switch gears mentally from analyzing student performance to reflecting on your teacher actions.
    - The first question asks you to identify one (1) of your strengths and one (1) area of continued growth from this specific lesson. Please make sure to include one of each and make sure you are talking about your practice and not students actions.
9. Once the tool is complete, you will upload it with a completed lesson plan for each day. Please see the guide documents for lesson series or inquiry project for more information on the overall requirements.

Focus Teacher Observation

Each Semester, Candidates are given the opportunity to observe a veteran teacher. The purpose of this observation is to give a new teacher a chance to observe a colleague with strengths in an area related to the ILP. For example, a candidate may be interested in integrating more technology into instruction. As the candidate, you would find a teacher with this strength and observe a lesson where integrating technology is a focus.

The **Focus Teacher Observation** tool can be located on PowerSchool Learning under the Semester 2 tab.

End of Year Individual Learning Plan (ILP) Evidence & Reflection

The Individual Learning Plan is a focal point of each Candidate's induction experience. As described in the Guide to ILP, each Candidate will spend the beginning of the year developing two (2) ILP goals and will collect data on these goals throughout the program year. At the end of the program year, each Candidate will provide the evidence of goal progress and reflect on their professional growth for each goal.

When it is time to complete this process, the Candidate will add to the original ILP that was uploaded and approved. The top portion of this document will remain the same. The middle portion was completed prior to the semester 1 end of semester review. Now Candidates will complete the ILP by completing the last two boxes on each goal page.

End of Semester Review

Each semester will conclude with an end of semester review. This collaborative professional dialogue is a time for reflection. It will take place at a network meeting and will include other Candidates and mentors. The purpose of the review is to provide you with an opportunity to reflect on your Individual Learning Plan and receive feedback from your colleagues. You will come to the review prepared to share the most recent version of your ILP documents. The table below shows the format for each review by semester. The dates for each of these events will be set by your lead mentor. Participation is mandatory, and a make-up review will be assigned if you cannot attend the event.

Semester	What to Bring	Where/When
1 and 3	ILP with mid year sections completed	At the January network meeting
2	ILP updated with all sections completed, including end of year sections	At the end of year colloquium event.
4	N/A	Exit Presentations take the place of this review cycle

During the review you will be asked to share for 5-10 minutes. You will paraphrase your CSTP element language, state your goal, and talk about why you chose this goal, your progress, and any insights you have gained thus far. Be prepared to share a copy of your ILP document with a mentor at your table, and be prepared for feedback from your colleagues. Taking notes is a great idea!

Please note: There is no writing requirement for this review. Candidate competency is being assessed through reflection and oral communication.

III. Year 2 Program Information

Welcome to your final year of Induction! We are so excited to join you on your journey as you work to clear your teaching credential.

The induction year is broken into two semesters. As a Year 2 Candidate, you will be working on Semester 3 and Semester 4 requirements. The program requirements you will engage in this year are designed to build on each other and, along with the support of your mentor, intended to support you during your first years as a teacher.

During the second year you will focus on five overall program components to assess candidate competence. You will begin with the **Triad** meeting which will include your Mentor and Site Administrator. This meeting is an opportunity for you, if you choose, to align your administrator vision to your induction experience. For example, if your school is focusing on data collection as a staff for the upcoming school year, you might consider focusing on *CSTP 5: Assessing Students for Learning* for a part of your ILP goals.

After the Triad meeting you will work with your Mentor to complete the Part 1 of the ILP, the **CSTP Co-Assessment** of your teaching practice. You will choose the two CSTP areas of focus, keeping in mind that these CSTPs represent a desired area of professional growth. The Co-Assessment will support your development of Part 2 of the Individual Learning Plan (ILP).

The **ILP** will serve as your personal roadmap through Induction. As a Candidate, you will establish two professional goals that will serve as the foundation of the work with your mentor during the program year.

The fourth overall program requirement is the **Inquiry Project**. This is an inquiry based action research project that allows each Candidate to dig deeper and study their practice over a period of time.

Finally, each Candidate will complete an **Exit Presentation**. This presentation serves as the culminating activity to demonstrate candidate competence during Induction.

Rubrics are used to assess Candidate competence for: Individual Learning Plan Part 1 and 2, Inquiry Project, and Exit Presentation.

The following pages include information about all Year 2 program requirements. We look forward to working with you and hope you have a wonderful year.

SEMESTER 3 REQUIREMENTS

Guide for Conducting the Triad Meeting

Please schedule the Triad meeting with each Candidate and the Administrator. The meeting should take place at a mutually agreed upon time and is **led by the Mentor**. Meeting time is approximately 20 – 30 minutes. *The initial triad meeting between a site administrator/Candidate may be combined with the Site Administrator orientation.*

Rationale:

- To provide an opportunity for the Site Administrator to participate in a collaborative, professional discussion.
- To share with the Site Administrator the emphasis on the CSTP's to guide the candidate's induction experience insights. This should include:
  - the program model that will guide the semester's work
  - the process that the Mentor and Candidate will engage in to identify a goal for this semester based on the CSTP focus
- To involve the Site Administrator in identifying possible considerations as the Induction Candidate and Mentor engage in this process. He/she provides valuable insight that assists the Mentor and Candidate in the alignment of the goal with site and/or district goals.

Meeting Agenda by Semester

Semester 1	Semester 2	Semester 3
**Collect the Site Administrator Roles and Responsibility Document.* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*	Introductions/Purpose of Meeting (5 min) *To share the ILP that was created during Semester 1. The ILP summarizes the co-assessment of the candidate's practice*	If Candidate is new to site: *Collect the Site Administrator Roles and Responsibility Document* Introductions/Purpose of Meeting (5 min)*Be sure to reinforce the fact that this is not tied to the teacher's evaluation but should be aligned with the goals that he/she has set for the school*
Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)	Review of the actual ILP and why the candidate selected the specific CSTP element to include in his/her ILP. (10 minutes)	Discuss which CSTP element(s) might best align with the expectations of the Site Administrator. What would the skills defined in the element(s) look like and sound like if he/she were to conduct an observation in the candidate's classroom? (10 minutes)
Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)	Ask the Site Administrator to identify some specific areas within this element would the Site Administrator like the Mentor to support? (10 minutes)	Share Year 2 focus will continue to be based on the ILP goals. The final semester will include an Inquiry based action research project. (5-10 minutes)
	Concluding thoughts and identification of potential resources that could support the candidate during this semester (5 minutes)	Concluding thoughts and identification of potential resources that could support the candidate during this semester(5 minutes)

Remember….The completed Triad Verification (and the site administrator document for new Candidates/new to site) is to be uploaded by the Candidate.

Guide to the Individual Learning Plan

This document is intended to assist Candidates and Mentors in developing the Candidate's Individual Learning Plan (ILP). The process is broken down into two parts. Part One is known as the Co-Assessment of the Candidate's teaching practice. This process will occur at the beginning of year one and year two. Through the California Standards for the Teaching Profession (CSTP's), Candidate's will identify their strengths and areas for growth, based on evidence of their teaching practice.

Part two of the ILP will guide and document the Candidate's professional growth and overall Induction experience. The CSTP elements that were identified through Part 1 are the foundation for the second part of the ILP process. Below the steps to complete the Individual Learning Plan. *Please remember, this process is about Candidate growth, and therefore the focus is specific to the Candidate, not the progress of their students. The Mentor's role in this process is to guide the Candidate through the assessment and provide feedback throughout the process.*

Part 1: Co-assessment

1. Through conversation as a Mentor/Candidate pair determines which two standards, of the six possible CSTP's, will be the Candidate's focus for this program year. Year Two Candidates may choose the same focus standards, but they will still participate in a new co-assessment to determine growth and to write/revise goals for the new year. To assist in this process, you may access optional resources on Power School Learning to determine the focus Standards. This includes:
   - An Effective CSTP Classroom
   - CSTP Booklet
   - Needs Assessment
   - CSTP Artifacts

2. Mentors and Candidates will then access the **ILP Template** for the **two** selected Standards from the PowerSchool Learning Course. Using this template, Mentors and Candidates will complete a co-assessment for each element within the selected standard. For example: If CSTP 2 is selected, you will co-assess all seven elements for the standard, as seen on the template and in the sample document. There are directions on the template, and the process is also described here:
   - Review the language and identify an artifact from the Candidate's teaching practice for each element. The number of elements will vary based on the specific standard.
     - Example artifacts can be found in the optional CSTP Artifacts document listed above.
   - Then, the Mentor and Candidate will determine placement on the continuum based on the selected artifact for each element. This is a time for mentors to provide feedback using the language in the continuum. Remember, the assessment is based on the selected artifact the Candidate identifies for each element.
   - Both the **Mentor and Candidate must initial** and date the continuum placement for each element.
   - Review the co-assessment once completed (all of Part 1 of the ILP template) and determine which specific element will be the focus for their professional growth goal for this standard. For example: If the Candidate was Exploring on the continuum for CSTP

2.1, and this was also mentioned as a school wide focus, the Candidate may want to focus on CSTP element 2.1 for one of their two ILP goals this year.

Part 2: Creating and Pursing Professional Goals

4. Initial Development of the Goal:

For each selected standard, using two templates:

F. Develop a CSTP Goal, based on the selected element, using the sentence frame below: *By May/June I will grow professionally in relation to CSTP (specific number and language) by (what you plan to do, and why). I will know I have reached my goal when (measurement/evidence of success).*
G. Develop an action plan to complete the goal with specific steps listed. At least two steps are needed and the following should be reflected: professional learning, implementation of new learning, and reflection.
H. Identify a Timeline for each of the steps in the action plan. This is an estimate.
I. Determine what assistance may be needed to complete each step. For example, will they need access to specific materials or documents, do they need to meet with someone to complete the step, or seek approval?
J. **Candidates will then upload the Individual Learning Plan templates** on Power School Learning for review and feedback.

5. Collecting Data:

C. After the initial assessment of the ILP templates, Candidates may begin to complete the identified action steps associated with the ILP goals. They will do this throughout the year, reflecting during weekly collaborative sessions, and updating the document as needed.
D. Please keep track of data collected to be able to provide evidence at the middle and end of the year.

6. Report Data and Reflect:

Twice during the school year Candidates will provide evidence of their progress and reflect on their learning from pursing each ILP goal. There are two categories that will be updated, each time this occurs:

C. Evidence of Goal Progress: List the measurable progress made towards the goal.
D. Reflection: Reflect on what you have learned through this professional growth experience.

In the middle of the year: (end of semester 1 and 3)

C. Candidates will update their ILP document and complete the middle of the year evidence of progress and reflection boxes.
D. Candidates will share this document at the End of Semester Review (more information will be provided by your Lead Mentor on this event).

At the end of the year: (end of semester 2 and 4)

C. Candidates will update their ILP document and complete the end of year evidence of success and reflection boxes at the bottom of the template.
D. Candidates will upload this on PowerSchool Learning for review and share their reflections at the end of year Colloquium event. This must be uploaded prior to exit presentations for Year Two Candidates (date will vary by cohort).

Focus Teacher Observation

Each Semester, Candidates are given the opportunity to observe a veteran teacher. The purpose of this observation is to give a new teacher a chance to observe a colleague with strengths in an area related to the ILP. For example, a candidate may be interested in integrating more technology into instruction. As the candidate, you would find a teacher with this strength and observe a lesson where integrating technology is a focus.

The **Focus Teacher Observation** tool can be located on PowerSchool Learning under the Semester 1 tab.

End of Semester Review

Each semester will conclude with an end of semester review. This collaborative professional dialogue is a time for reflection. It will take place at a network meeting and will include other Candidates and mentors. The purpose of the review is to provide you with an opportunity to reflect on your Individual Learning Plan and receive feedback from your colleagues. You will come to the review prepared to share the most recent version of your ILP documents. The table below shows the format for each review by semester. The dates for each of these events will be set by your lead mentor. Participation is mandatory, and a make-up review will be assigned if you cannot attend the event.

Semester	What to Bring	Where/When
1 and 3	ILP with mid year sections completed	At the January network meeting
2	ILP updated with all sections completed, including end of year sections	At the end of year colloquium event.
4	N/A	Exit Presentations take the place of this review cycle

During the review you will be asked to share for 5-10 minutes. You will paraphrase your CSTP element language, state your goal, and talk about why you chose this goal, your progress, and any insights you have gained thus far. Be prepared to share a copy of your ILP document with a mentor at your table, and be prepared for feedback from your colleagues. Taking notes is a great idea!

Please note: There is no writing requirement for this review. Candidate competency is being assessed through reflection and oral communication.

SEMESTER 4 REQUIREMENTS

Guide to the Inquiry Project

Year Two Candidates, in collaboration with their mentors will conduct an inquiry based action research project in their final semester of the OCDE Teacher Induction Program. The inquiry project will include seven non-consecutive lessons taught over a period of four to six weeks. Candidates are assessed on this program component using a rubric to determine Candidate competence in applying a cycle of analysis and reflection in their teaching practice. Below the steps required to conduct the inquiry project has been outlined:

1. Working with your Mentor, Candidates will complete the Inquiry Project Proposal. There is a separate guide document to walk you through this process. Through the proposal, you will determine an ILP goal as a focus for the inquiry, identify a learning concern, develop a driving question, and identify case study students. This is the staple of the project and ample time should be given for this step in the process. The proposal must be approved prior to beginning the inquiry project. The submission window opens in January and closes in February. Please see the program calendar for exact dates. You might be asked to provide additional information and/or revise the proposal before approval is granted. This revision process is in place to ensure you have a successful inquiry experience.

2. Map out the seven-lesson Inquiry. This planning phase is critical in ensuring that school calendars and the Inquiry Project timeline are aligned. Remember, the project will need to document seven lessons over a period of four to six weeks. The goal is to collect, analyze, and reflect on data over time, which is why the project cannot be completed in seven lessons taught consecutively in a shorter period of time.

3. Teach the lessons! There are two documents uploaded to the electronic portfolio for each lesson including:
   - A lesson plan for each Inquiry lesson that clearly identifies the instructional tool you will be testing throughout your project
   - A completed Lesson Analysis & Reflection tool
   - Candidates may choose optionally to upload any additional documentation that they believe will assist us in understanding the scope of the instruction and learning associated with each lesson.

4. Candidates and Mentors will also engage in a video observation experience once during the Inquiry project. Documentation in the form of the Observation tool is collected. Mentors will upload the Mentor observation Tool,

5. Complete the Inquiry Summary. This narrative answers the Driving Question as it relates to the whole class and each of the Case Study Students, using documentation from the inquiry project as a data source. Once complete the inquiry summary is uploaded to the Candidate's electronic portfolio.

The guide to the inquiry proposal, and Lesson Analysis and Reflection guide are on the pages that follows.

Guide to the Inquiry Proposal

The inquiry proposal will provide Year Two Candidates with a plan for a successful inquiry project. The proposal must be approved before the inquiry lessons can be taught. You will see the proposal document is broken into two parts. Part 1 documents the development of the driving question. Part 2 documents the selection of the case study students for the project. Candidates and Mentors should work on the proposal together, paying special attention to the development of the driving question during the collaboration. This takes time, so please build in a couple of sessions to dedicate to this process.

Part 1: Development of the Driving Question:
There are five sections in this part of the proposal, all of which are related and assist in the development of the driving question. Here is some points to consider when completing each section:

- *Learning Concern:* what is happening in your classroom that is a learning concern? This should be a one or two sentence statement about the concern. For example: A majority of the class cannot solve two-step equations.
- *Data used to determine need*: what did you look at to validate your learning concern? This should be one or two specific data items with a brief explanation. For example: on our last unit test only 5 out of 25 students could solve at least one of the two-step equations.
- *Professional Learning:* Where/how did you learn about the instructional strategy or tool that you want to use in your inquiry project to address the identified learning concern? This should be a brief description of the type of professional learning. For example, I observed a teacher using math talks and I think this might work for my students.
- *ILP Goal Connected to Inquiry*: Here you will write out the ILP goal that directly aligns with this inquiry project. There must be a direct connection for approval. If explanation is needed to accompany the goal- please include it in this section of the proposal.
- *Driving Question*: Here are the five components you will include in the driving question sentence frame:
  1. It identifies a specific instructional strategy. An instructional strategy is defined as any approach a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies support the learning styles and development needs of all learners. Examples include:
     - Activating prior knowledge (e.g. KWL, Brainstorm Carousel)
     - Checking for understanding and providing feedback (e.g. Exit Tickets)
     - Differentiating instruction (e.g. Tiered Assignments)
     - Generating and testing hypotheses (e.g. Experimental Learning)
     - Identifying similarities and differences (e.g. Thinking Maps, Pictorial Input Charts)
     - Promoting collaboration (e.g. Jigsaw, Project-Based Learning)
     - Reinforcing effort and providing recognition (e.g. Mystery Motivator)
     - Summarizing and note taking (e.g. Quick Writes, Cornell Notes)
     - Supporting vocabulary development (e.g. Sentence Frames)
  2. It defines a specific instructional tool. There is a clear link between the tool and the defined professional development step identified in one of the Individual Learning Plan (ILP) goals. Additional instructional tool ideas have been added next to each strategy above.
     - For example, a thinking map is an instructional tool used to support the instructional strategy of identifying similarities and difference.
     - For example, a quick write is an instructional tool used to support the instructional strategy of summarizing and note taking.
     - For example, a jigsaw is an instructional tool used to support the instructional strategy of promoting collaboration.

3. It identifies a specific content area in which the inquiry will occur. For example, Math, or English 9 Honors.

4. It identifies a specific learning outcome (student driven) that is observable and measureable. For example, solving two-step equations, or citing textual evidence would be specific learning outcomes that are easily measured.
5. It identifies three assessments, the data from which assists that Candidate in evaluating the impact of the Inquiry strategy on the identified student learning outcome. At least one of the assessments must provide data from the strategy. For example, if the strategy is thinking maps, one of the data sources must be the completed thinking maps. If the strategy is cooperative learning groups, teacher anecdotal notes would serve as a potential data source.

Part 2: Case Study Student Selection:
This part of the proposal is broken down into three sections, one for each case study students. Each case study student serves as a lens into the learning of the sub-group of students of whom each represents. The belief is that by selecting a sub-group representative and analyzing that student's current learning needs, the Induction Candidate will secure valuable insights into the needs and current learnings of that sub-group. It is important that there is more than one person in the identified group so you can provide a substitute from the group, for data analysis if the case study student is absent.

Criteria for Identification of the Three (3) Case Study Students:

a. One of the Case Study Students must represent the **Language Learner** sub-group. Members of this sub-group include:
   - Students whose primary language is other than English. These students are considered English Language Learners.
   - Other students included in this sub-group are the students who lack the academic content language needed to demonstrate mastery of the content concepts and supporting skills. These students are considered Academic Language Learners.

b. One of the Case Study Students must represent the **Special Populations** sub-group. Members of this sub-group include:
   - Students who have been identified as having special needs and has an Individualized Education Plan (IEP).
   - Students who have a 504 Plan in place.
   - Students who have been identified as Gifted and Talented (GATE).
   - In the case where an Induction candidate does not serve a student with a formal identification, He/she is to select a student who represents either the sub-group of the lowest-performing students or a student who represents the sub-group of the highest-performing students.

c. One of the Case Study Students must represent a **viable sub-group** of students that the Induction candidate wishes to develop a greater understanding of their learning. Make sure to identify the sub group on the proposal as well as the case study student. Examples of this sub-group include but are not limited to:
   - Students with behavior issues;
   - Students living in challenging situations;
   - Students who are chronically tardy or absent from school.

Once selected you will review available data on each student to determine their academic strength and area of need as it relates to the inquiry project. This is not a time to share that they have a good attitude. Instead, these strengths and areas of need should be tied directly to the learning outcome in the driving question. For example, Matthew's strength is that he can solve one-step equations. A need for Matthew is pacing. He tends to rush to finish and therefore skips the more challenging problems all together.

Guide to the Lesson Analysis & Reflection Tool

This guide was developed to assist Candidates in the completion of the Lesson Analysis and Reflection tool. This tool is a key piece of documentation collected as evidence of Candidate competence. It will be used during the semester 2 lesson series, and again during the semester 4 inquiry project. The purpose of this tool is to provide an opportunity for Candidates to document their analysis of student work and reflection on their teaching practice. The completion of this tool also provides Candidates with clear next steps for instruction. Criteria for when to use the tool are outlined below along with specific instructions for the completion of the tool.

Criteria for Tool Use:

When	Program Component	# of Lessons
Semester 2	Lesson Series	4
Semester 4	Inquiry Project	7

Instructions:

Try to complete the Lesson Analysis & Reflection tool as soon as possible after teaching the lesson. The sooner you analyze and reflect, the easier it will be to recall information about the lesson. In addition, this will provide you with ample time for lesson planning and modifications you may want to make to the next lesson based on the conclusions you draw from the analysis and reflection process.

1. Determine what type of assessment you will be using on each day you are documenting your practice (see table above for when).
2. Teach the lesson and collect student work (assessment) for the whole class.
3. Access the **Lesson Analysis & Reflection** tool on Power School Learning. Complete the header section of the tool. Do not forget the ILP section, and if you are a year two Candidate, the driving question section of the header. It is crucial that your lessons are connected to your ILP through one of your established goals and focus CSTP elements.
4. In the first text box at the top of the page, describe the learning outcomes identified for the lesson. Providing a narrative, using bullets, or providing a rubric is all acceptable for providing this information.
5. The next section of the tool will assist you in analyzing the whole class set of work. The table is broken into two rows labeled criteria and names in sub group, and also includes four columns containing analysis sub groups ranging from far below to exceeding standards. In this section you will:
    - Describe the criteria you used to define each of the sub-groups identified in the row titled criteria. For example, what does far below standard look like on this particular assessment? Be specific.
    - As you analyze the student work collected, sort the work into four piles using that criteria.
    - Write the students' name in the appropriate sub category columns. Please include all members of the class. You may use initials when necessary for confidentiality purposes. Use ALL CAPS to identify each of the three case study students. If you are using initials only, please use bold font to identify them.

6. Now it is time to analyze the case study student work. The next table on the tool has a row for each case study student, and two columns.
    - The first column asks you to describe the performance of each case study student. This is different than the analysis of the whole class because you are now specifically describing the individual performance of the selected case study student.
    - The second column asks you to describe what each case study student needs to learn/be able to do in order to advance based on the described performance. Think about what the students in the next sub category can do that this student cannot. What will they need to do in order to achieve that next level of skill improvement? This applies even to those students that are exceeding standards based on the principle that it is the teachers responsibility to ensure all students are provided with opportunities to learn.
    - Bullet points or narrative are both acceptable formats for completing this table.
    - Please note that case study students represent a sub group of students within the class. For example, language learners. Therefore, you will need to include a replacement student to represent a sub group if one of the three case study students originally identified is absent that day.
7. On page two, there are two analysis questions. Narrative or bullet format are acceptable.
    - The first question asks: What patterns have you identified, with your Mentor, that will inform the planning and subsequent instruction? BE SPECIFIC. This is where you have the opportunity to really look at the data you collected, as categorized on page one, to determine what patterns you see in student performance.
    - The second question asks: How will you differentiate instruction given the insights you have gained through the analysis of this data? This is a question and will require some thought and strategy. Once you see patterns in student performance, this response will now document how you plan to address the needs of the students in each category to move them forward, recognizing that student needs will vary based on skill level. Keep your response realistic, brief, and specific.
8. The second half of page two contains two reflection questions. This is where you will switch gears mentally from analyzing student performance to reflecting on your teacher actions.
    - The first question asks you to identify one (1) of your strengths and one (1) area of continued growth from this specific lesson. Please make sure to include one of each and make sure you are talking about your practice and not students actions.
9. Once the tool is complete, you will upload it with a completed lesson plan for each day. Please see the guide documents for lesson series or inquiry project for more information on the overall requirements.

Focus Teacher Observation

Each Semester, Candidates are given the opportunity to observe a veteran teacher. The purpose of this observation is to give a new teacher a chance to observe a colleague with strengths in an area related to the ILP. For example, a candidate may be interested in integrating more technology into instruction. As the candidate, you would find a teacher with this strength and observe a lesson where integrating technology is a focus.

The **Focus Teacher Observation** tool can be located on PowerSchool Learning under the Semester 1 tab.

End of Year Individual Learning Plan (ILP) Evidence & Reflection

The Individual Learning Plan is a focal point of each Candidate's induction experience. As described in the Guide to ILP, each Candidate will spend the beginning of the year developing two (2) ILP goals and will collect data on these goals throughout the program year. At the end of the program year, each Candidate will provide the evidence of goal progress and reflect on their professional growth for each goal.

When it is time to complete this process, the Candidate will add to the original ILP that was uploaded and approved. The top portion of this document will remain the same. The middle portion was completed prior to the semester 2 end of semester review. Now Candidates will complete the ILP by completing the last two boxes on each goal page.

Exit Presentation

The Exit Presentation is the final activity to complete before a Candidate can be recommended for a Clear Credential. Each Candidate will conduct a presentation in the presence of their Mentor and an assessor panel of 2-3 individuals. Additional people may be present during the Exit Presentation.

The guidelines for conducting the Exit presentation are:

- Each Lead Mentor will notify Year 2 Candidates of the scheduled date, time and location for the presentation. Lead Mentors will also notify Candidates and Mentors of any specific protocol related to individual school districts within the consortium.
- Attendance of the Candidate and their Mentor is required for the presentation.
- Each Candidate will create an electronic presentation. Examples include, but are not limited to: PowerPoint, Prezi, Goggle Slides.
- The Candidate will have 10-12 minutes to complete their presentation.
- Candidates are assessed using the Exit Presentation Rubric. This can be located on Inductionsupport.com under the *Resources* tab by clicking on *Download Files* and *Exit Presentation – Gen. Ed.* Additional resources are available in this section to assist Candidates with this process.
- After the presentation, members of the assessor panel will have the opportunity to ask clarifying questions or make comments based on the presentation.
- Each Candidate will upload a copy of their presentation to the Exit Presentation drop box.

IV. Additional Information

Substitute Coverage

Candidates are allotted three (3) days of substitute coverage per program year. Each Candidate and Mentor will share these days and determines how to distribute the available coverage. They may be used for observations and Induction related professional learning. For example, during semester 1 a Year 1 Mentor might use a half day substitute to observe their Candidate and the Candidate might use a half day substitute to complete the Focus Teacher Observation. Please remember:

- Don't submit the Substitute Teacher Coverage Confirmation form to your Lead Mentor before the actual day was used
- Submit the coverage form to your Lead Mentor within a week of using a half or full day substitute
- Your school/district is also responsible for submitting an invoice to the OCDE Teacher Induction program at the end of the year in order to receive the reimbursed amount.
- The last day to submit Substitute Teacher Coverage Confirmation forms is May 1. (Form on Next Page)

Orange County Department of Education
Teacher Induction Program

California Teacher Induction Program

Substitute Teacher Coverage Confirmation

Name:____________________________ District/School: ____________________________

I am a ***(select one):*** ☐Candidate

❑ Mentor

Date Sub needed:________________________ for *(select one)*: ☐a full day

❑ a half day

❑ # of hours: ___________

I secured a sub so that I could complete:

☐ Observe my Candidate (My Candidates' name is)____________________________

☐ Participate in a Focus Teacher Observation

☐ Lead Mentor Meeting

☐ Induction Related Professional Learning

Signature of Individual Submitting this documentation:
____

Date of submission: _________________

Signature of School Personnel*: _____________________________________

Print Name of School Personnel: _____________________________________

*This is to confirm that a substitute teacher was secured and should be signed by the appropriate party.

Candidates and Mentors are to submit completed document to their LEAD MENTOR immediately following the use of the sub.

Completion of Program/Extensions

It is anticipated that the Candidate will complete the Induction Program within two years. The OCDE Teacher Induction Program maintains a gradebook report for each Candidate. Candidate competence and status of program requirement completion is documented on this report and is used, upon completion of the two-year program, for filing the recommendation for the teacher's professional clear credential. The gradebook report may be accessed by the Candidate at any time through PowerSchool Learning. Should a Candidate leave the program anytime during the two years, this report also serves as a transportability document that is forwarded to the receiving school district and induction program.

If there are extenuating circumstances that preclude the Candidate from completing the program within the defined timeline, he/she may submit a request for a program extension to the Induction Program Coordinator on or before January 11th of the current program year. The Advisory Council will review each request on a case by case basis and notify the Candidate in writing within two weeks of receiving the extension request. Extenuating circumstances can be, but are not limited to, maternity leaves, prolonged illness or death in the immediate family.

If, during a scheduled review of the Candidate's Induction portfolio, it is determined that the defined levels of competence have not been demonstrated, the candidate will receive written feedback from the Assessor Team regarding the areas of concern that need to be addressed. He/she will be required to upload the revised portfolio component within one week of receiving written notification. In the event that these revisions do not meet the defined levels of competence, the Induction candidate will be placed on an inactive status and the Induction Coordinator will schedule a meeting to determine the Candidate's ability to continue participating in the program, and may recommend an extension.

Likewise, should a Year 2 Candidate not demonstrate candidate competence during his/her Exit Presentation, the Candidate will be asked to revise that presentation and schedule a second Exit Presentation. In the event that the second attempt does not satisfy the defined levels of competence, the Induction Coordinator will initiate the program extension request process.

All program extension requests are reviewed by the Induction Advisory Council. Should additional costs be incurred by the granting of a program extension (for example, additional Mentor support), the coverage of these costs will be borne by that teacher and/or the employing district and will be arranged through mutual consent.

Please note: Candidates will not be recommended for their clear teaching credential until all program requirements have been satisfied, all tuition is paid in full, and candidate competence has been demonstrated.

Orange County Department of Education
Teacher Induction Program

End-of-Year Notification of Non-Completion

Candidate Name ______________________ District ______________________

Date ______________________

Based on the review of evidence collected, this candidate has not demonstrated candidate competence and/or has not met all the requirements of the Orange County Department of Education Teacher Induction Program.

Components that need to be completed:

- ______________________
- ______________________
- ______________________

Signature of Lead Mentor ______________________ Signature of District Administrator ______________________

Signature of Candidate ______________________ Signature of OCDE Induction Coordinator ______________________

Orange County Department of Education
Teacher Induction Program

Request for Extension of Services

Name: ____

School/District: _________________________________ **Grade/Subject:** __________

Please explain the circumstance(s) that has lead you to submitting this request for an extension of Teacher Induction Program services at this time:

____

Submission Steps for Teacher/Induction Candidate:

1. The complete request is to be submitted to the Induction Advisory Council for review on or before January 11th of the current program year.
2. It is the responsibility of the Induction Advisory Council to grant or deny the requested program extension.
3. The decision of the Induction Advisory Council will be sent to the Induction candidate within thirty (30) days of their meeting. In some cases, the vote will be conducted virtually so as to secure a timely decision.
4. If the extension is approved, the Induction candidate will:
   - Schedule an appointment with the Induction Coordinator, Lead Mentor and assigned Mentor to develop a completion plan and timeline.
   - The additional cost incurred during the extension is the financial responsibility of the Induction candidate represented in the request for extension of services. This will include, but not be limited to, the stipend issued to the Mentor who will provide weekly support throughout the extension timeline.
   - Complete all program requirements, demonstrating candidate competence, as defined completion plan and revised timeline.

Induction Advisory Council Decision:

☐ The request to extend Orange County Department of Education Teacher Induction Consortium Program services for a third year has been denied.

☐ The request to extend Orange County Department of Education Teacher Induction Consortium Program services for a third year has been approved. Cost for the program in excess of the two-year funding is the financial responsibility of the Candidate.

______________________________ __________
Candidate Date

______________________________ __________
Site Administrator/District Representative Date

______________________________ __________
Induction Coordinator Signature Date

Process for Securing University Credit For Induction Candidates

The OCDE Teacher Induction Program has partnered with Brandman University and University of Pheonix to provide the opportunity for candidates to earn credits toward salary advancement while completing their induction program.

Typically, university partners will issue three (6) salary credits for each completed year of the induction program. Please note that these are not graduate credits but, rather, credits that qualify candidates for salary advancement. It is recommended that the candidate confirms with his/her employer that credits will be accepted for this purpose. The credits will not be issued until the induction program year requirements have been completed and the candidate has demonstrated competence as defined by the Induction program.

Process:

1. Select the university partner.
2. Visit the University Partnership Page in PowerSchool Learning for more information. .
3. Make a copy of both the Certificate of Completion (distributed annually at the End-of-Year Colloquium) and your current Gradebook Report (this serves as the current transcript).
4. Send these two documents with a check, payable to the university, directly to the university contact. Include a brief letter requesting credit for salary advancement.
5. Upon receipt of the required documents, the university will issue these credits.
6. Submit that documentation to the HR department at your district or private school.

Non-Discrimination Policy

The Orange County Department of Education Teacher Induction Program and activities shall be free from discrimination based on actual or perceived race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, gender, gender identity, gender expression, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. If you believe you have been discriminated against, immediately contact OCDE's Teacher Induction Program Coordinator, Jacquelyn Sanborn at 714-327-8187 or jsanborn@ocde.us. A copy of OCDE's uniform complaint policy is available upon request.

To acknowledge that you have received and read the Orange County Department of Education Induction Handbook please complete the letter of commitment and advisement document.